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In view of both an improved budget for the 1967-68 biennium at the University of Nebraska and past difficulties in recruiting and retaining faculty members, it was decided to review faculty recruitments for the 1968-69 academic year and determine whether past problems had been resolved. Tables document: distribution of appointed faculty by rank, by college and by departments within the College of Arts and Sciences; hiring salary by rank and college; number of faculty in each rank by highest degree held; previous position by rank of appointed faculty; and a comparison of Nebraska's 1968 full time faculty appointments by rank with other universities. It was concluded that the University's ability to recruit senior faculty has improved somewhat, but it remains a significant problem for many units. The University is apparently able to recruit highly qualified faculty at the lower ranks within its salary ranges, but it is still not competitive at the senior level. The implications of the data gathered for a possible strategy in future recruitment are discussed. (JS)

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THE FACULTY MARKET PLACE — 1968

UNIVERSITY OF NEBRASKA

LINCOLN CAMPUS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HE000 973

The University of Nebraska
Office of Institutional Research

September, 1968

FOREWORD

In December, 1966 a study was completed of faculty migration at the University of Nebraska covering two academic years, 1963-1964 and 1964-1965.[1] These were "crisis" years since they marked the period of the University's most rapid expansion on the one hand and its most serious problems of retaining and recruiting faculty members.

In that two-year academic period, the University appointed 131 faculty above the rank of instructor. For the 1967-1968 academic year and the 1968-1969 academic year combined, the University appointed 160 persons above the rank of instructor, and another 104 faculty appointments at the instructor's level. In all cases these numbers included replacement as well as additions to the faculty.

In view of the budget increase for the 1967-1969 biennium, it seems appropriate to review faculty recruitment in light of an improved budget to determine whether or not the problems which the University experienced in recruiting its staff have been resolved. Major emphasis in this study has been placed on an analysis of faculty recruited for the 1968-1969 academic year, since in the first year the biennium timing makes it difficult to

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(1) The Office of Institutional Research, Faculty Migration at the University of Nebraska, 1963-1965, December, 1966, p. 21.

achieve the maximum possible impact of new salaries. A substantial amount of recruitment has gone on before the final budget figures are available in the first year of the biennium. The following pages, therefore, review the pattern of faculty recruitments at the University of Nebraska for appointments effective for the academic year beginning September 1, 1968. It includes all action through the Regents' meeting of August 7, 1968.

PART I

Dimensions of the Recruitment, 1968

Table 1 summarizes new faculty appointments by colleges within the University effective for the 1968-1969 academic year. A total of 159 such appointments were made including 34 for the Colleges of Medicine and Dentistry. Excluded from the list are those persons with faculty rank who occupy other than teaching positions, such as deans, persons assigned to the Extension Service or Experiment Stations. As the table clearly indicates, the preponderant number of appointments at the University were made at the assistant professor's and instructor's level.

Many universities no longer regard the instructor's position as being within the pattern of full-time faculty, since in most cases persons holding that rank normally are working on an advanced degree at the same time. More will be said of the instructor pattern within the University subsequently.

Omitting the instructor's rank as well as appointments in the Colleges of Dentistry and Medicine, which must be considered separately, there were 59 full-time faculty appointments at the University effective for the fall of 1968. Medical and Dental staff are not considered since the competitive market for these persons are very different. Of this full-time staff appointed,

with the exclusion noted above, 15.3% were at the professor's level, 23.7% at the associate professor's level, and 61.0% at the assistant professor's level. This marks some shift from the 1963-1965 pattern toward more hiring at the upper instructor's ranks.

In the 1963-1965 period, the University hired 9.9% of its faculty above the rank of instructor as professors, 22.9% as associate professors, and 67.2% as assistant professors. In the study covering 1963-1965 the comment was made that "the University does not have the financial potential to attract large numbers of senior level personnel."(1) While the comment may still be made, there does appear to have been some slight improvement in this regard.

Most universities strive for a total faculty distribution which provides roughly half the faculty in the upper two ranks The University of Nebraska is still not achieving this, but some improvement may be noted if one considers the first three ranks only. In terms of national rankings, the recruitment pattern places the University of Nebraska among the 20% of universities in the nation recruiting the largest proportion of instructors. Omitting the College of Medicine and Dentistry,

(1) The Office of Institutional Research, Faculty Migration at the University of Nebraska, 1963-1965, December 1966, p. 21.

TABLE 1

FACULTY APPOINTMENTS BY RANK,
BY COLLEGE FOR 1968-1969
ACADEMIC YEAR

College	Professor	Associate	Assistant	Instructor	Total
Arts and Sciences	5	5	20	50	80
Teachers College	0	1	3	6	10
Agriculture and Home Economics	2	3	2	5	12
Engineering and Architecture	0	3	2	0	5
Business Administration	2	2	4	5	13
Law	0	0	2	0	2
Social Work	0	0	1	0	1
Pharmacy	0	0	2	0	2
Dentistry	1	0	1	2	4
Medicine and Nursing	6	8	14	2	30
Total	16	22	51	70	159

As of Regents' action ending August 7, 1968.

Nebraska made 125 faculty appointments for the 1968-1969 academic year - 52.8% of these were at the instructor's level. While it is quite true that 32 of the appointments were in a single department, this department teaches a substantial portion of undergraduate credit hours as well. The top 20% of American colleges and universities hire about 30% of new faculty as instructors, the bottom 20% about 46%.(1)

The Arts College Situation

Since the preponderant undergraduate teaching (60% of the student credit hours) is taught in the College of Arts and Sciences, faculty recruitment in this college is of singular importance.

Table 2 shows the pattern of recruitment by faculty rank within the Arts College for the 1968 academic year. Of the 80 faculty appointments made, only 10 are at the professor's and associate professor's rank and 70 are either assistant professors or instructors. While the quality of these personnel are extremely high and will be subsequently reviewed, the recruiting pattern does seem to carry considerable implication for the building of the graduate program within the Arts College. Graduate students are attracted by name faculty and the instructional reputations are generally constructed upon the foundation

(1) Brown, David G., The Mobile Professors, American Council on Education, Washington, D.C., 1967, p. 18.

work of senior researchers.

It seems fairly clear that the University has not yet been able to make a major dent in this problem. The only clear exception to this is that in the College of Medicine, 14 of 30 full-time appointments were at the upper two faculty ranks for the 1968-1969 year.

TABLE 2

DISTRIBUTION OF FACULTY BY RANK BY DEPARTMENT
COLLEGE OF ARTS AND SCIENCES
1968-1969

Department	Professor	Associate	Assistant	Instructor	Total
Anthropology	0	0	0	3	3
Art	0	0	3	0	3
Botany	0	0	0	1	1
Classics	0	0	0	1	1
Chemistry	0	1	2	3	6
English	2	0	2	32	36
Germanic Languages	0	0	0	3	3
Geography	1	0	1	0	2
History	0	3	2	0	5
Mathematics	0	0	3	2	5
Music	0	0	1	0	1
Physics	0	1	2	0	3
Political Science	1	0	1	2	4
Psychology	0	0	2	0	2
Speech	1	0	1	2	4
Sociology	0	0	0	1	1
Total	5	5	20	50	80

PART II

Costs and the Market Place

The table on the following page, published by the American Council on Education's commission on administrative affairs, indicates starting faculty salary by field for the 1967-1968 academic year; a comparable national table for the 1968-1969 is not yet available. These may be compared with the average hiring salary by rank by college within the University for the 1968 academic year which is shown on Table 3.

It may be useful to compare University of Nebraska schedules with national data, remembering that the national data is for the year prior to the University of Nebraska figures.

Teachers College, in the University, hired no new full professors for 1968. It was able to hire staff at the associate and assistant professor level, and at both of these ranks the salaries are about at what the national figure would be for the current year. Median salaries for associate professors in education for 1967 were $11,800, and for assistant professors were $9,500. Both the National Education Association and American Association of University Professors agree that the average national increase in 1968 over 1967 was from 7% to 7.5%. Applying this percentage to the 1967 figure, one arrives at almost identically what the average salary paid to new associate and assistant professors is for the 1968-1969 year at the University of Nebraska College of Education.

STARTING FACULTY SALARIES, BY FIELD

	Low 10%	Median	High 10%	No.	Low 10%	Median	High 10%	No.	Low 10%	Median	High 10%	No.
Aerospace engineering	$ 9,000	$18,500	$20,300	5	$11,500	$12,800	$19,600	6	$ 9,000	$10,800	$13,000	15
Agriculture	11,300	13,800	19,500	16	9,000	11,500	14,000	33	7,700	9,200	11,000	49
Anatomy	7,800	14,600	18,800	5	10,800	11,500	12,000	4	8,500	9,400	10,500	10
Anthropology	11,800	15,600	26,000	14	10,600	12,500	14,500	14	8,400	9,400	10,900	47
Architecture	13,500	15,800	27,000	6	10,000	12,000	14,000	15	7,600	9,000	10,800	48
Astronomy	14,300	14,900	16,000	3	9,800	12,000	13,500	3	7,600	9,100	11,000	12
Biochemistry	13,700	14,800	22,500	8	10,800	12,800	15,000	9	7,900	9,800	11,000	24
Biology	10,000	15,500	20,800	39	9,400	12,000	14,000	35	7,500	9,000	10,600	105
Botany	12,500	14,900	20,500	7	7,500	11,300	14,000	7	8,000	9,100	11,000	21
Business administration	9,000	16,000	20,600	64	10,600	12,700	15,000	68	8,600	10,500	12,500	142
Chemical engineering	14,000	19,000	27,500	8	11,000	12,800	14,400	11	9,100	10,400	12,000	41
Chemistry	9,400	16,000	24,800	35	9,300	12,500	14,500	32	8,100	9,300	10,700	150
Civil engineering	12,000	16,000	19,600	14	10,900	12,200	14,200	18	9,000	10,200	12,100	57
Classical languages	9,000	16,500	22,500	9	5,000	12,000	13,500	9	7,500	9,000	10,100	30
Communications	12,900	17,100	20,000	5	11,500	—	14,500	2	8,100	9,500	11,500	15
Computer/information sciences	8,300	13,700	19,600	10	11,300	13,900	15,000	15	9,400	10,700	12,700	20
Dentistry	7,600	14,700	18,000	11	11,200	12,000	15,000	12	7,200	11,400	13,000	25
Dramatic arts	6,000	9,500	16,000	12	11,100	12,000	13,500	7	8,000	9,000	11,000	31
Earth sciences (& geology)	10,800	17,000	21,800	23	10,500	12,600	14,900	20	8,200	9,500	10,600	63
Economics	12,000	17,000	22,500	32	10,900	13,000	15,500	44	8,400	10,100	11,900	118
Education	10,500	13,600	18,800	59	9,900	11,800	14,000	106	8,100	9,500	11,200	163
Electrical engineering	14,500	17,800	23,000	26	9,400	12,100	15,500	34	9,400	11,000	12,800	84
Engineering (misc.)	12,800	18,000	20,400	16	10,000	12,100	15,000	25	8,500	9,700	11,200	42
English	7,000	14,500	20,300	66	8,800	11,100	13,500	42	7,400	8,900	10,500	183
Entomology	10,500	14,400	17,000	4	9,000	11,100	11,500	6	8,000	8,600	10,000	10
Fine arts	7,200	13,500	18,000	25	10,000	11,300	14,500	25	7,300	8,900	10,400	70
Forestry	9,400	12,600	15,500	4	9,800	11,700	15,000	8	8,500	9,400	12,000	18
French	8,300	15,100	20,000	12	10,500	11,500	12,800	13	7,600	9,100	10,500	52
Geography	13,500	14,700	18,600	10	9,400	11,500	14,000	14	8,000	9,000	10,800	23
German	11,300	16,400	21,800	16	9,900	12,000	13,600	15	7,900	9,000	10,500	58
History	10,800	15,800	22,500	44	9,800	11,500	14,400	49	7,800	9,000	10,800	140
Home economics	6,100	10,000	14,200	14	9,400	11,500	13,500	21	6,600	8,500	10,700	39
Industrial engineering	14,000	17,100	22,500	7	6,000	13,200	14,000	4	8,500	10,500	12,600	28
Journalism	5,300	14,600	18,100	7	8,300	11,000	14,500	6	8,300	9,300	12,000	21
Languages (misc.)	6,500	16,000	25,000	9	10,500	12,100	14,000	9	8,200	9,300	10,300	44
Law	13,000	17,300	24,600	25	11,000	13,800	20,000	27	9,000	11,000	13,500	48
Library sciences	6,000	11,300	14,000	5	9,000	11,000	14,000	7	6,900	9,000	11,100	17
Linguistics	14,200	—	18,000	2	12,000	—	12,900	2	9,000	9,500	10,800	17
Mathematics	9,500	18,000	23,500	65	10,600	12,700	15,300	70	8,000	9,900	11,500	184
Mechanical engineering	12,600	16,500	21,000	29	9,800	12,300	14,800	29	9,000	10,400	12,000	71
Microbiology	13,600	—	14,300	2	10,000	12,700	14,400	4	8,500	10,400	11,500	22
Music	8,500	13,000	16,000	26	10,000	11,500	12,900	30	7,500	8,900	10,600	95
Nuclear/atomic engineering	10,900	17,000	22,500	7	11,500	12,000	15,000	3	8,800	11,700	12,100	13
Nursing	7,600	9,300	20,000	12	8,200	10,500	11,700	17	6,900	8,300	9,900	58
Oriental languages	12,800	—	14,000	2	—	10,500	—	1	8,100	9,100	9,900	12
Pharmacy	11,300	19,300	26,000	4	10,700	11,900	12,700	10	9,000	10,000	12,000	23
Philosophy	10,800	15,300	24,000	24	9,500	12,000	14,000	34	7,700	9,000	10,500	82
Physical education—men	7,100	10,500	14,200	12	10,100	11,700	13,400	14	8,000	9,000	10,800	52
Physical education—women	5,200	7,200	16,000	9	9,000	10,000	13,000	6	6,700	8,400	10,500	39
Physics	11,800	17,600	25,000	33	10,500	12,000	14,500	52	8,300	9,900	12,000	118
Political science	14,300	10,200	21,000	22	9,800	13,000	14,500	27	7,900	9,300	10,900	119
Psychology	8,700	15,000	19,100	59	11,000	12,600	15,000	44	8,000	9,500	11,100	147
Russian & Slavic	13,500	15,500	18,000	5	10,800	12,400	15,000	4	8,800	9,500	11,800	26
Social work & welfare	12,200	15,800	20,000	11	10,800	12,000	13,300	19	7,900	10,500	11,800	38
Sociology	11,500	15,500	21,000	31	10,000	12,200	15,700	38	7,800	9,600	11,300	104
Spanish	13,600	17,000	22,000	13	11,300	12,300	13,500	11	7,300	8,800	10,300	44
Speech (general)	7,000	15,800	21,000	8	10,100	12,300	13,600	23	7,500	9,000	11,000	55
Speech pathology	12,000	14,800	15,400	4	10,400	14,000	15,500	7	8,700	9,400	10,900	10
Statistics	8,500	15,000	22,500	6	9,800	12,700	14,200	10	8,500	10,000	12,000	25
Theology	7,200	13,500	19,000	7	6,500	9,300	13,000	6	6,000	8,900	10,000	25
Veterinary medicine	13,100	15,400	20,300	3	11,000	12,200	13,800	8	8,200	10,000	11,500	20
Zoology	7,200	15,600	20,500	8	10,500	11,900	14,200	10	8,500	9,500	11,000	34

Note—Figures in the "number" column tally appointments in the following manner: one appointment if there was only one, two appointments if there were two or more. If there were fewer than 10 appointments reported, the salaries given are lowest, middle, and highest. If the number was even, the "middle" value has been estimated from the two tied values. Computed for nine months.

TABLE 3
UNIVERSITY OF NEBRASKA
AVERAGE HIRING SALARY BY RANK
BY COLLEGE FOR 1968 ACADEMIC YEAR(1)

College	Average Salary			
	Professor	Associate	Assistant	Instructor
Arts and Sciences	$15,040	$11,780	$ 9,930	$ 7,542
Business	16,000	14,000	10,750	7,200
Engineering	--	15,000	12,100	--
Agriculture and Home Economics	16,137(2)	12,898	10,362	7,100
Teachers College	--	12,800	10,933	7,133
Law	--	--	12,650	--
Pharmacy	--	--	10,750	--
Social Work	--	--	11,500	--
Medicine	26,083	21,625	14,407	10,100
Dentistry	18,000	--	INA	10,000
Weighted Average Excluding Medicine and Dentistry	$15,592	$13,329	$10,600	$ 7,461

(1) 12 months' salary equated academic year on basis of 81.81% of 12 months' salary.

(2) Appointments in rank were both departmental chairmen. 12 months' average of chairmen was $19,750.

In the field of business, the college was able to recruit people at the professor's rank at an average salary of $16,000. This was the median in 1967-1968 nationally in the field of business administration.

What will it take in the way of salary to go beyond that which the University now is providing? In Mathematics the median starting salary nationally for full professors in 1967-1968 was $18,000, a figure which has very possibly increased to $19,300 for 1968. Average salary of existing staff at the professor's level within the Department of Mathematics is $17,900 for the 1968-1969 fiscal year and it should be noted, parenthetically, that of the 28 budgeted full-time positions, only four are at full professor's rank and only 12 are budgeted at the first two ranks. This department is only used to illustrate what still remains as a critical salary problem if senior-level faculty are to be secured in any substantial additional number.

Considering the national pattern in competitive salaries, it seems doubtful new senior faculty can be recruited to the University in the next biennium, unless something in the neighborhood of $18,000 per position for professors is available on a university wide average and even this figure may be low depending upon what other institutions in the United States do in the faculty salary area for 1969.

PART III

Qualitative Measure of Faculty Recruitment

It is in this area that the University has been able to maintain a very high level in its recruitment practices. Of the 59 persons, assistant professors and above recruited, only 11 did not have a Ph.D. degree, and among these 11 were three persons with a Master of Fine Arts which is normally a terminal degree; one with a Master of Music which is also considered a terminal degree; and a Master of Business Administration which is a professional degree. Thus, only three in the total group lack the highest professional training available in their particular discipline.

At this point, a special word must be said about those appointed as instructors at the University. There were 66 such appointments for the academic year 1968-1969. Of this group only 10 lacked a master's degree or higher. Faculty with this qualification of master degrees are frequently appointed as assistant and associate professors and even in some cases as full professors at other institutions, or institutions with less academic reputation.

Among the 52 Master degree holders appointed as instructors are 10 persons who are to be awarded a doctor's degree during the 1968 academic year and their appointment as a University instructor carried the notation that they will be made assistant pro-

fessors as soon as the degree is awarded. The highest degree earned by all new faculty by rank is shown on Table 4. If the 10 persons whose work is entirely completed on their doctorate and who were awarded the degree are counted as doctor's degree holders; half of the 1968 faculty appointments, including instructors, held the earned doctorate. Considering all appointments, the proportion of new faculty holding doctorates at the University, Lincoln Campus, is at the median of all new faculty appointments in the nation. While the top 20% of institutions appointed new faculty with 71% holding an earned doctorate degree, the bottom 20% was able to appoint only 32% with the earned doctorate. Nationally, institutions at the University's level of doctoral recruitment had only 26% of its appointments at the instructor's level. This may suggest two problems within the University, not only one of recruitment but also of retention of younger faculty for a long period of time to move into the higher academic rank within the University. The latter may especially be a problem which because of the high turnover rate prior to 1967 will take some time for the University to correct.

The Brown study also confirms on a national basis what was found to be true specifically for University recruitment in 1963-1965. Research opportunities, library facilities, and general university reputation all play an important part in faculty re-

cruitment. The building program of the University should prove extremely helpful, and strengthening the capabilities of the library - both in the matter of physical facilities as well as collections will make a difference in faculty recruitment (and retention).

Experience of the Faculty

Of the 59 faculty at the rank of assistant professor and above, only two were recruited directly from student status with no previous teaching experience. The distribution of the last actual positions on faculty appointment by rank in 1969 is shown on Table 5.

It is particularly interesting to note that of the nine faculty who were recruited as professors by the University, seven were professors in their previous positions. Of the 14 associate professors, three were associate professors in their previous positions, four were assistant professors, four were instructors, and one each was recruited from government service or from research, and data on one was unavailable. Table 5 indicates that even for the lower ranks, faculty recruited to the University do have experience in teaching, since even a teaching assistantship for a person who has earned the doctorate degree involved two to three years of actual classroom work.

In tabulating the work experience of new instructors, the

TABLE 4

NUMBER OF FACULTY IN EACH RANK
BY HIGHEST DEGREE HELD
(EXCLUDING DENTISTRY AND MEDICINE)

Rank	Doctor's Degree	Master's Degree	Bachelor's Degree	Total
Professor	7	2(1)	-	9
Associate	13	1	-	14
Assistant	28	8(2)	-	36
Instructor	4	52(3)	10	66
Total	52	63	10	125

(1) One person a visiting professor and one is Director of Center for Economic Education - a non-teaching position.
(2) Includes 3 Master's of Fine Arts, usually a terminal degree, 1 Master's of Music, and 1 MBA.
(3) Includes 10 persons to receive Ph.D.'s in 1968.

TABLE 5

LAST PREVIOUS POSITION, BY RANK
FACULTY APPOINTMENT, 1968

	Professor	Associate	Assistant	Instructor	Teaching Instr.	Student	Private Univ.	Gov't Serv.	INA	Research	Total
Professor	7	1						1			9
Associate		3	4	4				1	1	1	14
Assistant			4	10	10	2	1	2		7	36
Instructor[1]	–	–	–	31	31	4	–	–	–	–	66
Total	7	4	8	45	41	6	1	4	1	8	125

[1] For instructors the beginning previous experience was used. For example, many persons have been full-time instructors or teachers and then became graduate assistants while working on a degree. In these cases the instructor's experience was counted.

highest level of experience was used, not necessarily the most recent. A substantial number of persons hired as instructors have had previous full-time experience in teaching for a number of years either at a small college or university, the public schools, or in some cases work experience in private industry. Those individuals were counted as having had experience equivalent to that of an instructor for purposes of Table 5.

Table 6 summarizes the institutions from which faculty appointees held their highest degree by groupings of institutions. The grouping of private universities with major graduate schools include such institutions as Harvard, Princeton, Syracuse, Case-Western Reserve. The Big Eight group, of course, is self-explanatory as are the other listings, again omitting the instructors for the time being and concentrating on the 59 appointments above the rank of instructor.

Almost all of them have their highest earned degree from a major and well recognized graduate school. Of the group who are normally considered the permanent faculty, only eight had their highest degree within the University of Nebraska. It may be recalled that the 1960 report by Lyman Glenny on Nebraska Higher Education was extremely critical of the University for hiring a large number of its own graduates. This is no longer the case. Only at the instructor level is there a large number of University

TABLE 6

INSTITUTIONS OF HIGHEST DEGREE,
1968 FULL TIME FACULTY APPOINTMENT BY RANK

	Professors	Associate	Assistants	Instructors	Total
"Big Ten" Universities	3	8	6	7	24
Private With Major Graduate School	1	2	7	9	19
Public University With Major Graduate School	1	2	6	8	17
"Big Eight" Universities			5	4	9
Foreign University	3	0	4	0	7
Major Liberal Arts Colleges	0	0	0	3	3
Other Universities	0	0	3	10	13
UNIVERSITY OF NEBRASKA	1	2	5	25	33
Total	9	14	36	66	125

of Nebraska graduates and it is likely a preponderant number of these will seek full-time faculty status elsewhere once all of their graduate work is completed.

This pattern of recruitment from among the nation's major graduate schools marks the major improvement in the University's recruitment pattern in 1967-1968 over the 1963-1965 period. The pattern returns the University to a pattern more usual among major universities. The Brown study reported that, typically, faculty tend to move among the same types of institutions. Thus, in 1966, 66% of all university faculty hired in the nation left similar types of institutions. In just a third of the hirings did faculty move from an undergraduate college to a university. In the academic market place, kinds of institutions tend to be isolated from one another. Most remote from the market parenthetically are the junior colleges. Universities hire only 2% of their total faculty (including instructors) from them and colleges only 8.5%.(1)

There are a number of reasons for this relative independent circle. University faculty set a high importance on research opportunities, and in general university level faculty command higher salaries. There is a clear preference among faculty to "stay in the same league" and the University of Nebraska has reachieved

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(1) op. cit., p. 105.

this during the 1967-1968 year, but at lower experience levels than are typical. To put the matter again in analogous terms, the University is back in the league, but not yet in the first division.

SUMMING UP

The University's ability to recruit senior faculty has improved somewhat in 1967 over the 1963-1965 period, but this still remains a significant problem for many units within the University of Nebraska. The University is apparently quite able to recruit highly qualified and extremely well prepared faculty at the lower ranks within its salary ranges, but it is still not competitive at the senior level. It should be remembered, however, that qualitywise faculty appointed to the assistant professor's rank, and in many cases instructor's rank within the University of Nebraska, would in many other institutions be named as associate or full professors.

Thus, the University is maintaining a very high standard in its appointment procedure and it is not diluting the meaning of faculty rank merely to present a more favorable proportion in the upper level of faculty appointment.

IMPLICATIONS FOR NEBRASKA
A POSSIBLE STRATEGY FOR RECRUITMENT

Traditionally, recruitment is a departmental matter, subject to the energies of the department, the extent to which departments have access to the academic grapevine, and set notions about what would be a congenial and productive colleague. This is true in virtually every academic institution in the nation.

Yet when an institution is employing 160 professional personnel a year, perhaps some review of the methodology is important with perhaps some additions to the system.

A recruitment strategy for the University must recognize that (a) the market is not as national as we might assume - but is rather restricted to institutions of equal or superior prestige to the University of Nebraska. As indicated from national studies most faculty members prefer staying within the kind of institution where they are now located, and the Nebraska experience in 1968 is that recruitment is now pretty much in keeping with patterns elsewhere. This is one of the real improvements in the recruitment situation. Thus, it might be extremely useful to concentrate recruiting efforts among those institutions which for 1967 offered the most fertile fields. (b) On a national basis the chances of moving a full professor from one campus to another are only .012. Put another way, on the basis of national

perience, only 1.2% of all full professors are probably movers within a given year.(1) On the other hand, national probability is that 2.5% of all associate professors are probably movers and nearly 8% of all assistant professors are likely movers. Except, therefore, where the University is able to offer salary differentials which are very substantial, the potential for lateral moves at the senior level are very slight. A strategy for the University, therefore, ought to be one involving a very selective recruiting process for persons who are already at the professor's level. These ought to be limited to those persons in whom the University is willing to make a very large investment. On the other hand, the probability of recruiting very able men at the associate and assistant professor ranks by offering rank promotions to come to the University are very much better and offer a far more realistic possibility of building larger numbers of senior level staff.

Both the 1966 study at the University of Nebraska and the 1967 study of the American Council on Education indicate that courses taught, research opportunities, and salary rank very high among the attractiveness factor. On the other hand, family considerations, climate, and congeniality of colleagues matter

(1) Brown, David G., The Mobile Professors, American Council on Education, Washington, D.C., 1967, p. 18.

relatively little. The University is increasingly moving into a better competitive positive in matters of salary and teaching load. In the humanities and social sciences, particularly, university-provided research funds in increasing amounts are also necessary. The increase in the Research Council budget for the current biennium was undoubtedly a major step forward in this area. (c) The University should consider an early and aggressive recruiting campaign involving direct on-campus visitation where the prospective faculty members now are. What is being suggested is something approaching the industrial recruiting which now takes place for students. Several items of data are important to consider here. First, 25% of all newly hired faculty in the nation have done nothing to seek their new positions. This means that many of the best qualified members never enter the academic market and must be sought out. It is the University's responsibility to identify these people as potential faculty and very possibly send a high level team on a swing through several selected campuses.

One cannot emphasize too much the need to recruit early -- departmental chairmen can testify to this very eloquently. On a nation wide basis, 46% of all faculty hired have an earned doctorate degree. But for faculty hired after July, only 20% have the earned doctorate. The lesson is clear.

All of these strategies will be helpful, but in the final analysis none will succeed unless salary funds are available to "sweeten the pot." The Brown study reveals a very significant factor: 69% of all faculty moves involved increases in income, but only 28% involved change of rank and 30% involved an increase in institutional prestige.